

DOCUMENT RESUME

ED 109 444

CE 004 292

AUTHOR Hickey, Howard W.
TITLE An Overview: Purposes and Programs.
INSTITUTION Michigan State Univ., East Lansing. Mott Inst. for
Community Improvement.
PUB DATE Apr 73
NOTE 8p.; For related documents, see CE 004 291 and CE 004
293

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Community Education; Cooperative Teaching;
*Differentiated Staffs; Disadvantaged Groups; Early
Childhood Education; *Educational Philosophy;
Elementary Secondary Education; *Foundation Programs;
Individualized Reading; Paraprofessional School
Personnel; Post Secondary Education; Program
Descriptions; *Reading Programs; School Community
Relationship; Teacher Education

IDENTIFIERS *Mott Inst for Community Improvement; PATTR;
Personalized Approach to Teaching Reading; REACT;
Responsive Autonomy In Cooperative Teaching

ABSTRACT

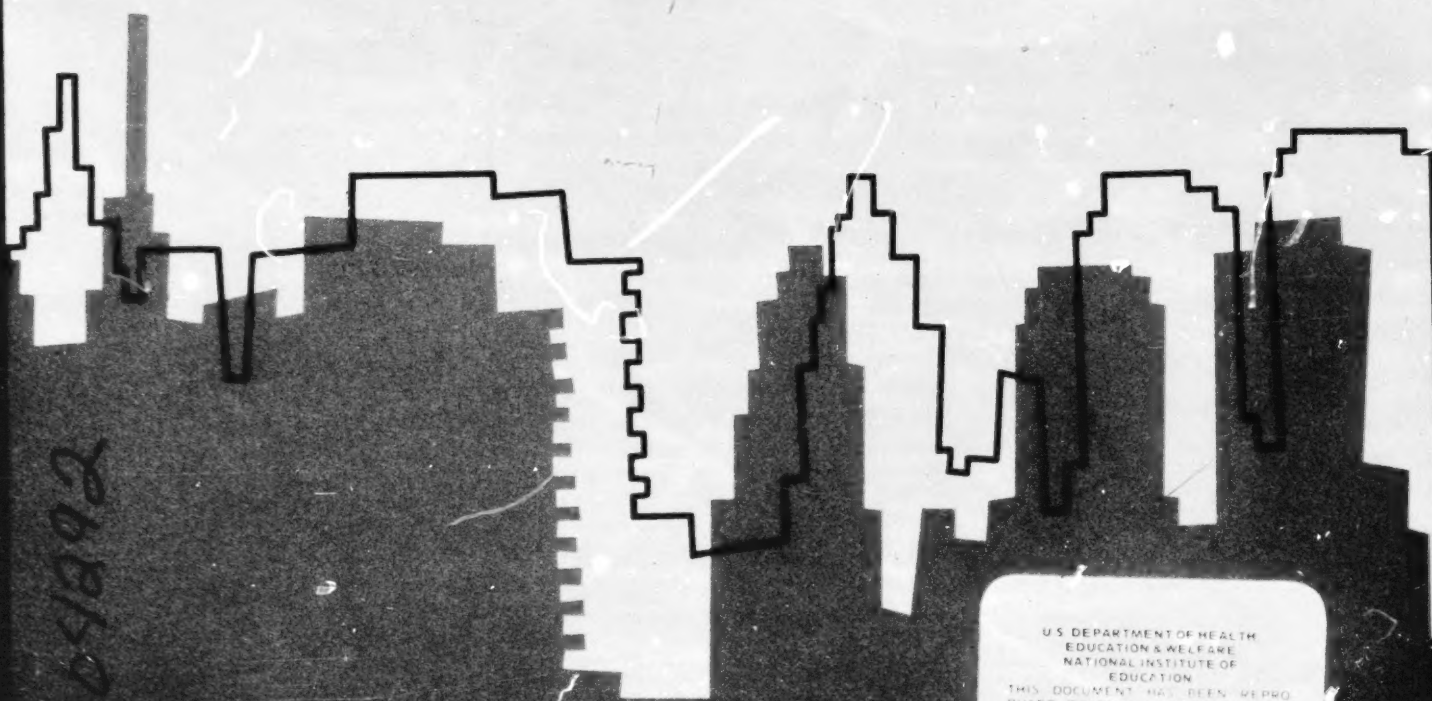
The Mott Foundation has over the years devoted most of its considerable resources to joining together the school and community in the solution of educational problems facing society, but it is only within the last 20 years that it has enlisted the support of colleges and universities. The Mott Institute at Michigan State University focused its first efforts on developing a specialized preparation program for teachers of the disadvantaged. These efforts led to the development of a reading management program, Personalized Approach to Teaching Reading (PATTR), whose emphasis was on differentiated staffing, on enlisting the help of paraprofessionals and volunteers to assist the teacher at the kindergarten level. Further refinements generated the Responsive Autonomy in Cooperative Teaching (REACT) Program, whose purpose was to de-emphasize the somewhat rigid hierarchical roles usually associated with differentiated staffing. Having successfully progressed into the developmental work of these projects, the Institute's staff realized that one primary role had not yet been assumed by the Institute--dissemination. Consequently, the Institute's attention shifted from invention to innovation, from developing programs to implementing programs in real school settings. Future papers will describe these efforts. (Author/JR)

ED109444

STRATEGIES IN EDUCATION

The Mott Institute
for Community Improvement

MICHIGAN STATE
UNIVERSITY



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AN OVERVIEW PURPOSES and PROGRAMS

April 1973
517 Erickson Hall
Michigan State University
East Lansing, Michigan
48823

OUR FORMAT

This is the first in a series of occasional papers which will describe projects developed by the Mott Institute for Community Improvement at Michigan State University. We have two primary purposes in publishing this series. The first is a selfish interest. We hope that as readers examine our proposals, beliefs and programs they will respond with constructive criticisms that will enable us to improve our models. Secondly, we hope that our experiences will benefit others who may be involved or are considering involvement in similar areas of concern.

We share our experiences with you, not with the idea that our models are a panacea to be adopted on a nationwide scale, but rather an attempt to respond to specific situations in which we have been involved. Thus the processes used may be more helpful to others than our final product.

We feel that by using the "occasional paper" format we will have several advantages. Because we will not have a regular publication date, hopefully we will not turn out something simply because it is due. We also will not use a given publication length eliminating the need for "filler" to pad a short article and the need to unnecessarily restrict the length of another one. We also will not strive for uniformity in style, format, or treatment. These will be determined by the individual author and the content of a specific project.

The series will be produced by offset press at the university and will not be a Madison Avenue approach to display our ideas. We hope the content will be challenging enough to offset this disadvantage.

Mott Foundation Involvement with Universities

The Mott Foundation has become known as one of the most resolute forces for change within American education. This private foundation has devoted most of its considerable resources to the end that the school and community can join together in the solution of educational problems facing society. Yet it has been only within the past few years that the Foundation has turned to universities and colleges to enlist their support. In so doing they join many other agencies and groups in seeking some solutions from an institution which, with one exception, had a long history of removing itself from site specific problem solving. That one exception, the Land Grant Philosophy, has long operated in 51 state universities and has already proven that such a cooperative relationship can work in helping farmers to solve their problems.

The Mott Foundation first turned to colleges to get help in training community school directors in 1954 when Eastern Michigan University developed a graduate study program in community education to help Flint train community school directors. But it soon became apparent that if

community education really got off the ground the Flint community schools could not train enough people for the entire country. As a result the Mott Internship program was initiated in 1963-64 as a cooperative venture among seven state universities -- Central Michigan University, Eastern Michigan University, Northern Michigan University, Wayne State University, Michigan State University and the University of Michigan -- to provide training in community education. At about this same time Northern Michigan University was started as a regional center for the development of community education.

In 1964 the Mott Foundation and Michigan State University announced plans for a ten-year grant and the Mott Institute for Community Improvement was established. While the primary purpose of this article is to explore some of the efforts of the Mott Institute at Michigan State University, it might be well to look at the further development of Mott Foundation-university relationships.

Olivet and Albion colleges, Oakland University, and the University of Chicago had received Mott Foundation money in the mid-1960's. Alma College was established as a regional center in 1966; Western Michigan and Ball State universities in 1967; Brigham Young University in 1968; and Eastern Michigan University in 1969. Thus the concept of regional centers for the development of community education was established and today has grown to twenty-two institutions involved, with the prospects bright that the number of such centers will grow to well over one-hundred by 1980.

Regional centers were assigned rather specific functions. Each was to serve as a dissemination center for community education within its region, help set-up demonstration community schools, train community school educators for that region, and ultimately to help any school system install community education. A big task, yes. But all available evidence indicates a rate of success which even the most optimistic planner would not have predicted.

A Short History of the Mott Institute

The Mott Institute grant at Michigan State had different purposes from the regional centers. The manner in which it was founded provides insight into the thinking of two great men, Charles Stewart Mott and President John A. Hannah.

During the early 1960's the Mott Foundation had supported building programs at several universities. Notable among these "Mott buildings" is the comprehensive Childrens' Hospital at the University of Michigan. As John Hannah viewed that anticipated six-million dollar expenditure at the University of Michigan, (it finally cost twice as much), he reasoned that it was only right for Michigan State University to erect a similar monument on its campus. When the two leaders met to discuss such a project it was agreed that the University would describe the function such a Mott-supported building would play since there was no medical school at that time on our campus.

Top university officials, after looking over a resume of Foundation supported buildings and projects, came up with an Institute to be involved somehow in community improvement. When the top Foundation and university leaders met again to discuss the university's response it was quickly decided to move with one minor change, the Foundation would support the Institute financially, and the university would need to find a place to house it. And so a ten-year grant totalling three million dollars was authorized on a handshake, some very skimpy preliminary planning, and Mr. Mott's firm belief in the university and Dr. Hannah.

Purposes

The task of deciding exactly what the Mott Institute for Community Improvement should be was then left to its first director, William Hawley, who had just returned from Nigeria as Chief of Party for an MSU-AID project to help start a national university. Liaison with the Foundation was provided by the Mott Project's Office personnel.

Differences in perception of the Institute's function are apparent when one recapitulates Mr. Mott's remarks and the Institute's first written objectives. Mr. Mott had visualized a great university bringing all its resources to bear in helping Flint become a better place in which to live. University personnel saw the grant as a vehicle to gear up the university to study such areas as poverty, disadvantaged children, and under-achieving schools.

Teacher Education Projects

The people charged with the early operation of the Institute spent most of their time trying to reconcile these very different objectives. The first area in which consensus occurred was in the development of a specialized preparation program for teachers of the disadvantaged. This program got under way during Spring Quarter, 1965 in Flint and Detroit and will be described in some detail in one of the later occasional papers.

This program led to assessment of additional ways in which the college might train preservice teachers for disadvantaged students. These efforts ranged from a one-day field trip for all college sophomores to a comprehensive two-year elementary intern program, to an experimental program under way this year in the Pontiac Human Resources Center. These teacher education projects, our successes, as well as failures, will be described in future occasional papers.

During the second year of the Institute's operation William Hawley was asked to serve as associate dean for all experimental projects at the college, and Clyde M. Campbell added the directorship of the Institute to his duties as coordinator of the Mott Intern program for Michigan State University.

One of the first steps he took was to bring in some consultants in learning theory, motivation, and reading to help the staff assess what problems really held disadvantaged learners back. This was to assure that preparation programs for teachers took such matters into consideration.

Management of Teaching Reading

Within two years the Institute, under the initial leadership of Dr. Anne Nagel, had developed the first generation of a reading management program, Personalized Approach to Teaching Reading (PATTR), for kindergarten teachers. Second and third generation materials were subsequently developed under the leadership of Dr. Bettye Jennings and Dr. Ernest Adams. The PATTR program will also be discussed in a subsequent paper in this series.

Differentiated Staffing

One of the significant points of departure between PATTR and other processes for teaching reading is PATTR's emphasis on enlisting the help of paraprofessionals and volunteers to assist the teacher. And as the Mott Institute analyzed organizational patterns which would aid our efforts to implement PATTR we were impressed with the potential of differentiated staffing. We enlisted the support of Lansing School officials to select a school in which the Institute might help a sympathetic staff set up differentiated staffing. The Averill School, under the leadership of principal Jim Kaiser, became the experimental site for the developmental work on differentiated staffing. Subsequently, other sites in Saginaw, EauClaire, and East Grand Rapids, Michigan fostered new models and a new descriptive phrase evolved -- Responsive Autonomy in Cooperative Teaching (REACT) to reflect a different emphasis from the somewhat rigid hierarchial roles usually associated with differentiated staffing. Two occasional papers have been planned to discuss the Institute's efforts in this area.

A New Dimension

The Institute thus entered the second half of its ten-year projected life well into the developmental work of three major projects. The staff had grown from a couple of professionals on temporary assignment to nearly a dozen full time more permanently based people. Scholars of organizational theory would not have been surprised to see that once again an ad hoc, temporary organization had shed most of its transiency characteristics. Readers may want to glance through Beyond Academic Departments by Ikenberry and Friedman for their insights about Institutes and Centers following their nation-wide survey of such operations.

As both the Mott Institute and Mott fellowship programs began to expand in scope and complexity it became obvious that one person could not continue to administer both programs. So during the summer of 1971, Howard Hickey, assistant director of the Institute, became the third director.

As the Institute, College of Education and the Foundation staffs assessed the tasks yet to be completed it became obvious that one primary role had not yet been assumed by the Institute -- dissemination. Several worthwhile programs had been developed, tested, redeveloped and tested in other settings, but just as the Ford Foundation has concluded recently --

Page 5.

pilot projects, regardless of their success, most often have very little impact on other school districts, other schools, or even other classrooms within the same building.

So it was that much of our attention was shifted from invention to innovation. And in the long run, we also may find that invention is much the easier. As we attempted to install programs or parts of programs into school settings we tried to keep track of problems associated with the installation independent of the particular innovation. Our assessment of our experiences in innovation will be summarized in an occasional paper dealing with ways to create change in elementary schools and another on problems associated with innovation in higher education.

We are looking forward to sharing our ideas with you and hope that the interchanges which follow will be as profitable for you as we know it will be for us.

Howard W. Hickey